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ABSTRACT

This report describes a joint labor-management workplace literacy program called SET (Skills Enhancement Training) that targeted the more than 2,000 unionized employees of food service contractors at U.S. government institutions in Washington, D.C. Nineteen classes were offered and a total of 191 people self-selected themselves into the program. Classes were scheduled to be held after work for 2 hours twice per week for 18 weeks. Locations includes work sites and the office of the Food and Beverage Workers Union, Local 32. Workplace literacy instruction included reading, mathematics, writing, and hospitality skills needed on the job. One hundred and four participants completed classes and received $200 training incentive bonuses from their employers. The program's 10 teachers were recruited from local adult education programs. The proposal listed 20 objectives falling into the general categories of curriculum development, assessment, recruitment and counseling services, teacher training, delivery of instruction, demonstration of partnership, and project dissemination. The program met its objectives in all these areas, and also developed onsite support from supervisors and union officials and made suggestions to companies for continuing the programs. Two recommendations were made: (1) to increase program length past 18 months; and (2) to change the rules of competition for renewal applications so that they would compete only against other projects applying for refunding and not against those applying for the first time. (Dissemination activities and program statistical information are appended.) (KC)

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The Skills Enhancement Training Program

A Project of Food & Beverage Workers Union, Local 32 & Employers Benefits Fund

ED343998

PERFORMANCE REPORT

Submitted to

THE OFFICE OF VOCATIONAL & ADULT EDUCATION DIRECT GRANTS

of the

UNITED STATES DEPARTMENT OF EDUCATION

CE 060 688

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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MARCH 31, 1992

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PERFORMANCE REPORT

Introduction

The Food and Beverage Workers Union, Local 32 and Employers Benefits Fund was awarded a grant in April 1990 by the U.S. Department of Education. The grant was under the National Workplace Literacy Program. The project's objective was to provide workplace literacy instruction to the unionized cafeteria workers in the Washington D.C. area. The joint employee benefits fund that received the grant served as the project's workplace partner. That joint entity was governed by labor and management trustees representing the cafeteria workers' union and the companies for which they worked. The education partner was the Human Resources Development Institute (HRDI) of the AFL-CIO. Ruttenberg, Kilgallon and Associates and COSMOS Corporation served as subcontractors to the project, providing technical assistance and evaluation services. The program was named the Skills Enhancement Training (SET) program.

The mission statement of the project was: "to demonstrate a joint labor-management-education approach to workplace literacy training, to help cafeteria workers perform their jobs more effectively and to advance to better jobs." A majority of these workers were minority and female; many were single parents of young and teen-age children. They were the cashiers, cooks, salad makers, line servers, utility workers, stockroom attendants, and waiters and waitresses who provide food service to university students, to Smithsonian tourists, and to government workers throughout the Washington D.C. metropolitan area.

This performance report presents a summary of the project's activities. It contains five sections. The first describes the program briefly. In the second, the actual accomplishments of the program are compared to the objectives from the approved proposal. In the third, required statistical data is listed. In the fourth, key personnel changes and their impact on the program are described. In the fifth and final section, the program staff makes recommendations to the Department of Education. At the end of the report is an inclusive list of all project dissemination activities to date. The project's evaluation report, which was prepared by the subcontractors, will be submitted separately.

I. Brief Description of the Program

The targeted cafeteria workers were the more than 2000 unionized employees of food service contractors at the U.S. Capitol, Pentagon, Smithsonian, and some 60 other Washington agencies, institutions, and universities. The services these workers

were offered by the SET program included educational counseling, testing, and/or basic skills classes. All participants were self-selected, and all attended classes on their own time. These classes were scheduled after work, from 3:30-5:30, or from 4:30-6:30, twice a week for 18 weeks for a total of 72 hours. Participants who were unable to study at that time took Saturday morning classes, from 9:30 a.m.- 12:30 p.m. for 24 weeks. Classes were held at convenient locations (accessible by metro or bus for those participants who came from other work sites). The locations included work sites and the Union office. The program structure consisted of a pilot classes and three full cycles of 72 hours of instruction and a twelve-week/48 hour abbreviated cycle at the end of the grant period. The first cycle, which included a pilot class, began in August of 1990 and extended into March of 1991. The second cycle began in January of 1991 and extended into June of 1991. The third cycle began in March of 1991 and extended into August of 1991.

For this project, workplace literacy was defined as the reading, math, writing, and "hospitality" skills needed on the job. The hospitality component of the program included competencies dealing with problem-solving and communication with one's colleagues, supervisors, and customers.

Nineteen classes were offered over the period of the grant. A total of 191 people were enrolled in the program One hundred and four participants completed at least 80% of the scheduled 72 hours and received a $200 training incentive bonus from their employers. This bonus was given at the graduation ceremonies held in February of 1991 at the Rayburn House Office Building, and in August of 1991 at the U.S. Department of Labor. Of the 104 graduates, 25 successfully completed two cycles of study and seven additional participants completed three cycles.

Teachers were recruited from local adult education programs. Meetings and trainings for the teachers both individually and as a group were held twice a month throughout the duration of the program. Ten teachers participated in the program. All worked on a part-time basis. With the technical assistance of HRDI, the SET Program Director and Assistant Director wrote the curriculum, conducted teacher training, recruited and counseled learners, taught when needed, and administered the grant on a day-to-day basis under the oversight of the joint fund that served as the workplace partner.

In December 1990, a budget modification was submitted and approved by the Department of Education. This allowed the program to utilize materials and staffing to better serve the needs of the participants. In August of 1991, SET applied for and received a three-month, no-cost extension. During this extension period three 12-week classes were offered. The classes consisted of basic skills and hospitality. The program finished on December 31, 1992.

II. Actual Accomplishments

The proposal listed 20 objectives which could be placed in general categories of curriculum development, assessment, recruitment and counseling services, teacher training, delivery of instruction, demonstration of partnership, and project dissemination. This section of the report will describe how each objective was met; it will also explain the reasons for any variance which occurred.

CURRICULUM DEVELOPMENT

- **Objective:** *Develop workplace literacy curriculum for cafeteria workers employed by private for-profit food service companies serving federal agencies & other Washington institutions.*

This objctive was met during the first months of the project by developing a comprehensive curriculum -- one which integrated basic skills practice in a content-based format. The curriculum, which contained 21 reading, writing, math, and communication or "hospitality" competencies, was the result of some three months of observations and interviews at the worksites. Materials from the workplace, such as recipe cards, work schedules, personnel manuals, and union contracts were utilized in lessons combining these reading, writing, math, and hospitality competencies. Staff collected these materials during numerous meetings and interviews with workers and with company personnel.

During these meetings and interviews, SET staff conducted analyses of the tasks required for the positions of cook, cashier, production worker, utility worker, and waiter/waitress. The task analyses were not mere checklists, but written records of a lengthy and on-going process. The task analyses included information from focus group meetings and from the extensive observations made and numerous interviews done over a period of months with workers from participating companies. These observations and interviews with the employees, as well as staff interviews with Union and company personnel, provided the information needed to write the basic skills, the hospitality, and the problem solving portions of curriculum. Central to the entire process was the worker involvement in all the activities, an involvement that exists through the Union structure. Also essential to the process was the assistance of the educational partner, HRDI. SET staff met regularly with HRDI to discuss the progress of the curriculum and to receive technical assistance as needed.

A pilot class taught by the Program Director confirmed the usefulness and validity of the competencies, the workplace materials, and the exercises developed from these materials. At the end of the pilot class, all of the competencies, exercises, and materials were combined to form the curriculum guide. The guide was flexible

and open-ended so that it could be used in multi-level classes and so that materials and exercises could be added at any time.

ASSESSMENT

- **Objective:** *Develop assessment instruments for screening and pre/post measures.*

- **Objective:** *Assess results and make recommendations for future workplace literacy training.*

The project met both of these objectives concerning assessment -- the first, during the start-up months and the second through the ongoing evaluation.

The SET program utilized a system of performance-based assessment measures tailored to the literacy skills used in the cafeteria jobs. This system included existing instruments, as well as applied performance assessment instruments developed specifically for the program.

The Comprehensive Adult Student Assessment System (CASAS) Employment Competency System (ECS) was used to pre and post-test the participants. CASAS/ECS was chosen because it was performance-based, workplace-related, and free of cultural bias. This system consisted of an appraisal test, pre-tests, and post-tests. The appraisal test was given to each student during the intake process and served to give a general picture of the student's level in reading and math. The teacher-administrated pre-test was given to the student during the first week of the class. The skill level of the student, as diagnosed from the appraisal test, determined which of the three pre-tests the student would take. The pre-tests focused more specifically on workplace-related reading and math competencies at the skill level into which the learner tested. Finally, at the end of the course, each student was tested on the same competencies in a CASAS/ECS post test.

The SET curriculum included both CASAS/ECS competencies as well as others identified through the task anlyses which were not covered by the CASAS/ECS system. Performance-based instruments were therefore developed to assess competencies in the workplace hospitality skills and the workplace problem-solving skills, as well as in some workplace reading and writing skills which were not covered by the CASAS/ECS system.

Other assessment instruments included "dialogue journals." These were journals the students wrote and submitted weekly to their teachers. Subjects for the journals included reactions to class assignments, discussions of work situations, and plans for future work and training. The teachers read the journals and wrote back to

the students responding to the content of what was written, rather than to the grammar, spelling, and other structural components. The teachers also kept journals which they submitted to the staff. These journals were a record of the teachers' observations, comments, and suggestions about the program. Finally, program evaluation was accomplished through post-class and post-program interviews with participants, with teachers, and with participating employers.

The SET staff used the data that it collected during the program for internal management of the project. For example, after the pilot class, post-program interviews with the employers led to some changes in the program. These changes included more aggressive dissemination of information to the companies involved in the project and more overt and deliberate linking to the workplace of all skills being taught.

The evaluators' report discusses, in depth, the data received from all the assessment activities and makes recommendations for future projects.

RECRUITMENT/COUNSELING

- **Objective:** *Recruit workers from participating companies.*
- **Objective:** *Select and enroll workers into the workplace literacy program*
- **Objective:** *Provide group counseling on education needs and goals*
- **Objective:** *Provide educational and occupational counseling to all learners*
- **Objective:** *Provide follow-up counseling after completion of training*
- **Objective:** *Establish linkages between workers and local schools or universities so they can continue their education*
- **Objective:** *Provide childcare and transportation assistance if needed.*
- **Objective:** *Refer workers to community resources for other supportive services, education, or training (including ESL)*

The project met each of these objectives related to recruitment and counseling, as described below.

The recruitment process was on-going; it was integrated into all aspects of the work done by the SET staff. Recruitment took place during focus group meetings, during tasks analyses and interviewing of members, as well as during recruitment meetings set up with potential program participants. Similarly, educational and career counseling was part of the recruitment process. For this reason, the recruitment and counseling objectives have been grouped together for discussion here.

Of vital importance to the recruitment was the relationship the Assistant Director had with the Union members and with the companies. As a former business agent for Local 32 she was trusted and respected by both labor and management. This enhanced the open access to the worksite and allowed the staff to make repeated visits to the cafeterias to speak with prospective participants individually and as a group.

Other recruiting was undertaken by union shop stewards and business agents who posted fliers, and by SET staff who presented at monthly Union meetings. Some of the companies were also active in the recruitment process; they sent out fliers announcing the classes and encouraged employees to join.

The staff involvement and the personal attention given to recruitment continued in the intake process. SET staff did oral interviews with each prospective student. Questions asked during the interview included reasons for choosing to participate in the program, benefits hoped to be gained from the program, perceived literacy needs related to the job, family support for the enrollment, and special interests of the applicant. The applicant was also given the task of writing a paragraph describing his career goals. Finally, at intake, SET staff administered the CASAS appraisal test of math and reading. In the classroom, within the first two weeks, the teacher followed up with the CASAS pre-tests. The instruments developed especially for the program, including the problem-solving assessment, were administered early in the third instructional cycles as well.

The instructors provided educational counseling services as they developed the individual learning plan, (ILP), with each individual participant. The goals of each participant, both short term for the period of the class and long term for future education, were discussed in regularly-scheduled meetings to assess each individual's progress on his learning plan.

In a few cases an applicant "tested out" of the program. When this happened, the applicant received educational counseling by the staff on outside programs which could benefit him. Referrals were made to GED programs and professional/technical schools. Similarly, at the end of a participant's course of study, he received

educational counseling to further his occupational and educational goals. At times the participant would be advised to continue in the program, at other times he would be advised to access outside programs such as GED preparation courses, and professional technical schools in the area.

An initiative of the National Workplace Literacy Program was for the participants to upgrade their positions through the enhancement of their literacy skills. In compliance with this initiative, SET counseled the participants who were interested in applying for promotions after upgrading their literacy skills.

ESL students whose language skills were strong were scheduled into the regular SET classes. A special attempt was made to put these non-native participants in classes where the teacher had prior experience and training in working with ESL students. Where the applicant's English level was too low to benefit from the regular instruction, special tutoring was provided as well as referrals to free or inexpensive ESL programs in the area. Additionally, SET attempted to start its own Workplace ESL class, but there were inadequate numbers to maintain the class.

Initially, educational and occupational counseling was performed with the assistance of a contractor, a social service organization that had done previous work with the union. However, within the first two quarters of the project, it became evident that the staff, under the leadership of the Assistant Director, was able to meet all the counseling and referral needs of the participants. By mutual agreement, the contractor's counseling services were phased out.

Scheduling classes after work or on Saturday mornings at convenient sites and at the Union office eliminated the need for childcare and transportation funds. This ability to be flexible with scheduling of the classes was due to the pre-existing relationship of the Union and the companies. An illustration of the advantages of this relationship is the fact that most of the classes were scheduled from 4:30-6:30 p.m., after work hours both for participants and for most company supervisors. It was necessary, at times, for the employers to pay a supervisor to stay overtime at the worksites where classes were being held in order to keep the cafeterias open.

TEACHER RECRUITMENT/DEVELOPMENT

- **Objective:** *Develop "train the trainers course."*
- **Objective:** *Identify, recruit, & train instructors*

SET met both of these objectives through activities conducted over the course of the grant.

Teachers were recruited through word of mouth, through advertisement, and through phone calls to adult basic education and English as a Second Language institutions. It was discovered that as workplace literacy is a relatively new field, there were very few teacher candidates with prior experience in this topic. Qualifications for instructional staff included previous experience with adult basic education programs, preferably in non-traditional settings. It was found that the most important factor needed for a good instructor was the willingness to try something new, to be flexible.

Initial teacher training included training in the administration of CASAS/ECS assessment instrument and in the theory of competency-based education. As the selected teachers had little experience in workplace literacy, two-hour group training sessions were held twice a month. On-going training topics included the preparation of lesson plans, introduction to the union, introduction to the workplace, the adult learner, reading at the workplace, math at the workplace, hospitality at the workplace, and problem solving at the workplace. In addition to these semi-monthly trainings, the Program Director held monthly meetings with the teachers on an individual basis. At these meetings the Director discussed the results of her classroom observations with the teachers and solicited their feedback on the program. The teacher journals were also reviewed at this time.

SET developed a curriculum guide which contains the competencies, the CASAS information, realia from the workplace, and lesson plans for this workplace material. The guide is also designed to help others "train the trainers" for workplace literacy classes.

An analysis of the teacher training and recruitment process is presented in the evaluators' report.

INSTRUCTION

- **Objective:** *Provide job-specific basic skills instruction to all learners*
- **Objective:** *Provide additional instruction to enhance literacy skills*
- **Objective:** *Provide English as a second language instruction as needed*

Through classes using the curriculum described earlier, SET met each of its instructional objectives.

Based on learning research which cites a minimum of 50 instructional hours required to effect change in the proficiency level of just one skill, it was decided to extend the instructional hours from the proposed 48 to 72. During the three month no-cost extension, an abbreviated 48 hour course was offered.

As discussed in the section on counseling, ESL students were scheduled into the regular classes whenever possible. In other cases, they were given special instruction or referrals to outside ESL programs. Outreach and recruitment were done at all sites with sizeable non-native populations, but SET did not find enough demand to hold its own ESL class.

DEMONSTRATION OF PARTNERSHIP

- **Objective:** *Develop on-site support from supervisors and union shop stewards*

- **Objective:** *Institutionalize workplace literacy training for cafeteria workers in participating firms*

- **Objective:** *Make suggestions to companies on the use of simplified materials or procedures*

SET met each of these objectives for demonstrating labor-management education partnerships on workplace literacy.

The Food and Beverage Workers Union Local 32 & Employers Benefits Fund was a pre-existing mechanism which had been created to manage the monies for the negotiated health, welfare, and education benefits for the Union members. The trustees of the Fund included Union representatives, and employer representatives. Companies who participated within the Fund were ARA, Canteen Food Service, Carlson Food Service, DAKA, Gardner Merchant, Government Printing Office, Guest Services, Inc., Harbor Square Condominiums, Macro Service Systems, Marriott Corporation, Ogden Food Service, Seilers Dining Service, and Service America Corporation. The Program Director, the Assistant Director, the Program Assistant, and the instructors were employees of this partnership, this Fund. The Director and the Assistant Director met quarterly with the trustees of the Fund and monthly with a subcommittee of the Fund consisting of a Union official: the chairman of the board; and a company official: the secretary-treasurer of the board. These Fund meetings provided a time and place to for SET to disseminate information to the participating companies, to discuss issues affecting both the Union and the companies, and to receive guidance and approval on the best direction for the program.

As was discussed in the section on recruitment, under the guidance of the Assistant Director, Union shop stewards were actively involved in recruitment of participants. During their monthly meetings, shop stewards received up-to-date information on the project. When information needed to be disseminated with short notice, SET staff accessed existing Union networks to call on shop stewards and Union business agents to get the information out to the membership.

Supervisors were kept current on the program from information given them by their companies. Additionally, at the end of each instructional cycle, SET met individually with the line supervisors of participants. This gave the participating companies the opportunity to speak directly to program staff and to exchange materials and information on the training and its impact on the workplace. Together with the Fund board meetings, these end-of-cycle sessions provided a forum for the program to make suggestions to the employers on simplification of company materials and procedures. The partnership demonstration will be discussed in more detail in the evaluators' report.

DISSEMINATION

- **Objective:** *Disseminate findings to other companies and unions nationally.*

SET met this objective through dissemination activities that began long before the end of the project. This was due, in part, to SET's educational partner, HRDI which arranged for SET staff to participate in its ongoing technical assistance activities for projects across the nation. It was also due to connections with the AFL-CIO's Education Department. Yet another reason was the visibility of those being served: workers in cafeterias such as the House of Representatives, the Library of Congress, the Department of Labor, George Washington University, and the Air and Space Museum. Finally, it was due to the outside evaluators who helped establish dissemination through their national linkages in the fields of training and education.

SET staff gave numerous presentations; they also furnished information to others who were doing studies, articles, and doctoral dissertations. The program also participated in a national workplace literacy simulcast. A complete list of the dissemination activities follows this report.

III. Statistical Summary

Attached is the required National Workplace Literacy Program Information form. The form gives statistical information on the program and on the participants. The evaluators' report will discuss the significance of the data.

IV. Key Personnel Changes

At the program's start-up, Miriam Burt replaced Peggy Seufert-Bosco as the program director. Ms. Seufert-Bosco had been involved in pre-proposal activities including focus groups, planning sessions, and advising on the writing of the proposal. When the grant was awarded, however, she was unable to take the position. Ms. Burt was recruited and hired. Her training in adult education and ESL, and her experience in non-traditional education for adults as well as her prior experience in workplace literacy made her equally acceptable for the project.

Jacqueline Barnes, the Assistant Director, was also hired at the program's start-up. As discussed above in the section on "Actual Accomplishments," Ms. Barnes' experience as a former business agent for Local 32 gave her an "insider's" knowledge of the worksite. Ms. Barnes also had the trust and respect of union members and the companies that employed them. This established relationship was essential for successful launching of the program. On April 13, 1990, the Fund submitted a letter to the U.S. Department of Education informing them of the hiring of Ms. Burt and Ms. Barnes.

Due to the budget modification of December 1990, the program was able to hire a third key staff person. The original proposal had indicated that certain clerical and administrative functions of the SET program would be assumed by Local 32 staff. However, a reassignment of Union staff to offices outside of Washington precluded that clerical support. The approved budget modification allowed unspent monies to be used to hire Martha Britton as a part-time Program Assistant. Ms. Britton had previous clerical and administrative experience working in unions. She was able to lend much-needed technical support to the project. Her skills were invaluable to the development and production of the curriculum and the accompanying training materials.

V. The Program's Recommendations

Based on their twenty-one months of experience in designing and administering this demonstration workplace literacy project, the SET program has two recommendations to the Department of Education for future demonstration workplace literacy grants. The recommendations are first, to extend the period of the grant and second, to change the funding status of proposals being submitted for new grants after one or more grants have been awarded. These recommendations are discussed in more detail below.

- **Longer Grant Periods**

A period of eighteen months is too short a time to establish a demonstration workplace literacy program including the assessing of needs, the writing of a curriculum, the recruiting, hiring and training of teachers, the offering of instruction in basic skills, and the assessing of the success of this program. More importantly, it is not enough time to effect change in a person's work performance, to observe and document this change, and to assess the impact of this change. It is recommended that future grants be awarded for a period of three years to allow for all objectives to be fully met.

- **Refunding Status**

As the system operates now, all NWLP funds are awarded as new grants. Projects applying for renewed funding for a current grant must apply and compete with those who are proposing to start-up a new program. This means that the "second or third time around" grantees respond to the same criteria in their applications as those applying for the first time. SET would like to recommend that those applying for renewed of funding would respond to a different RFP. The staff recommends that these renewed applicants be judged separately, that they compete against other projects applying for refunding. The basis on which they would be judged could include such criteria as the completion of prior grant objectives, accomplishments beyond the original objectives, the fulfillment of departmental initiatives, and innovative ways of delivering services. The proposals for these grants would need to include proposed objectives and activities which would improve on prior achievements. This revised funding system would make for a more equitable situation for both groups: new proposals would be judged against other new proposals, project renewals proposals would be judged against other project renewal proposals. Additionally, these specific criteria for refunding would require the programs to evaluate their progress and to make specific plans to improve on their success. Finally, this focus on successive grants would allow the Department of Education and other concerned parties to see the long-term effects on the workplace literacy projects.

DISSEMINATION LIST

APRIL - MAY - JUNE 1990

Pre-Program

- Scholarship Reception for Local 32 - at Rayburn Building, Washington, D.C. May 24, 1990, (speech)
- Employers Meeting - at Union Hall, June 14, 1990, (presentation)
- Quarterly Fund Meeting - at Union Hall, June 27, 1990, (presentation)
- Announcement of program in three newsletters:
  - "National Governors' Association Bulletin," May 31, 1990
  - "Report on Literacy Programs," May 31, 1990
  - "Employment & Training Reporter." May 31, 1990

JULY - AUGUST - SEPTEMBER 1990

- Announcement of Program in three newsletters:
  - "HRDI Advisory," July-August 1990
  - "Catering Industry Employee," July 1990
  - "GSI Standard," July/August 1990

October - November - December 1990

- Quarterly Fund Meeting - at Union Hall - October 25, 1990 (presentation)
- Video Taping of Pilot Class, Union, Company, Director, Assistant Director, and Library of Congress on December 3-5, 1990 (show to be broadcast in March 1991, WQED, Pittsburg)

- Visit from Center for Applied Linguistics, and National Clearinghouse on Literacy to Pilot Class. Judy Corchiarino of Guest Services as employer guest trainer. December 13, 1990

January - February - March 1991

- Human Resources Development Institute Conference, January 4-8, 1991, Tampa, Florida (workshop presentation on January 7: "Setting up a Workplace Literacy Program")
- Pilot Class Graduation, February 7, 1991, Rayburn Building (speech)
- Employment & Training Reporter, February 13, 1991, (article on Pilot Program graduation)
- Quarterly Fund Meeting, at the Union Hall, March 4, 1991. (report to the board)
- WQED Teleconference: *Jobs 2000*, March 8, 1991, (simulcast video of SET program from December 1990 taping) WETA studios, Arlington, VA

April - May - June 1991

- Hartford, Connecticut, CO-ABE Conference, *Workshop Presentation*: "Putting the Worker Back in Workplace Literacy" April 10-13, 1991
- Human Resources Development Institute Fifth Annual Conference for Labor Employment and Training Program Operators, May 5-7, 1991, Hollywood, Florida, (workshop presentation, May 6, 1991)
- U.S. Department of Labor, Employment & Training Administration, 2nd Annual Heartland Conference, May 8-10, 1991, Kansas City, MO (HRDI does workshop presenation on Worker-Operated Literacy Programs.

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- Scholarship Reception for Local 32 - at Rayburn Building, Washington, D.C. May 30, 1991 (announcement of program)

- Magazine Article: "Catering Industry Employee," May 1991, cover article entitled: 'Hey, I Can Do It! - Personal Upgrade Training for Local 32 Members' (article on SET program)

- Department of Education Workplace Literacy Press Briefing, June 7, 1991, Switzer Building, Washington, D.C. (presentation)

- Washington Symposium on "Workforce of the Future," June 10, 1991, American Society for Training and Development (presentation)

- Colorado AFL-CIO Conference, June 27, 1991, Denver, Colorado, (HRDI Presentation)

July - August - September 1991

- Graduation for S.E.T. cycles 1, 2,& 3, Department of Labor, August 9, 1991 (speech)

- ARA's First Annual Culinary Competition for the Washington - Baltimore Area, September 17, 1991, (speech)

- Employers Meeting, Guest Services, Inc., Fairfax, VA, September 25, 1991 (presentation)

October - November - December 1991

- Quarterly Board Meeting, October 10, 1991, Williamsburg, VA, (presentation)

- Two Newsletter Articles:

  « "HRDI Advisory," October 1991 article on the program
  « "A.L.L. Points Bulletin," October 1991 article on the program

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- National Conference on Puerto Rican Women, November 9, 1991, Fairfax, VA, (workshop presentation)

- Association for Community-Based Education National Conference, November 15, 1991, Alexandria, VA (workshop presentation)

- United States Peace Corps Symposium, Washington, D.C., November, 1991, participation in focus group on "Cultural Diversity on the Workplace"

- Quarterly Board Meeting, December 3, 1991, Union Hall, Washington, D.C., (report)

- Sunbelt Caucus Workforce Task Force, December 6, 1991, Rayburn Building, (presentation)

DISSEMINATION AFTER END OF GRANT

Presentations and Meetings:

- HRDI Conference: "Meeting the Challenge: Training America's Workers" - New Orleans, LA January 12-14, 1992, (workshop presentation, January 11)

- Quarterly Benefits Fund Meeting, at the Union Hall, March 3, 1992, (Report)

- U.S. Departmet of Labor, Region VI, 3rd Annual Literacy Conference. March 11-13, 1992, Denver, Colorado (HRDI Workshop Presentation, March 13: "Literacy: The Union Effort"

- Indiana State AFL-CIO Labor Institute for Training Conference, March 17-18, 1992, Indianapolis, In. (HRDI workshop presentation, March 17; "Workplace Literacy: A Worker-Centered Approach."

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- Meeting: March 23, 1992, Union Hall, Washington, DC, Staff and HRDI meeting with Staff Director and Peer Counselor of NWLP Program "Project LEAP"

Publications Which Discuss SET:

- UNION Labor Report, January 23, 1992, a weekly newsletter from the Bureau of National Affairs, Washington, D.C. (article on SET presentation at the HRDI conference in New Orleans)

- Bulletin on Training, February, 1992, a monthly newsletter from the Bureau of National Affairs, Washington, D.C. (article on SET presentation at the HRDI confernce in New Orleans)

- D.C. Literacy Newsletter, February 1992. (article about SET in bi-monthly newsletter from the D.C. Adult Literacy Network)

Ongoing Projects:

- National Commission for Employment Policy (NCEP) publication: due to come out in Spring 1992 (article on the program)

- Department of Education publication due in 1992: part of *America 2000* (article on the program)

RELATED DISSEMINATION ACTIVITIES FOR 1992:

- Participation in doctoral study: "The Determination by Practitioners of What's Worth Knowing and Worth Using to Diagnose Adults, Newly Enrolled in Continuing/ Developmental/Literacy Programs"

- Participation in Advisory Council of U.S. Department of Education (OERI) funded project to develop a guidebook that will assist employers in designing their own education and training programs, or in selecting appropriate packages for their employees

NATIONAL WORKPLACE LITERACY PROGRAM

INFORMATION FORM

PART 1: PROGRAM PARAMETERS

1. Target No. to be Served: 240

2. Number Served at Each Site to Date:

Site #		No.
1.	Pentagon	36
2.	Lib. of Cong.	60
3.	Dept. Labor	29
4.	Dept. Interior	26
5.	American Univ.	12
6.	Geo. Wash. Univ.	18
7.	Dept. Agric.	12
8.	Annex II	11
9	Union Hall	19

3. Total No. Served: 191 (Unduplicated Count)

3a. Total No. Served 223 (Duplicated Count)

4. Fed. Funds Obligated: $338,580.00

5. Matching Funds/In-Kind: $199,242.58

6. Value Release Time: Not Applicable

7. No Participating in Programs Offered:

Basic Skills	191
GED	0
ESL	0

8. Contact Hours Provided: 72
(Contact hours are number of teaching hours that workers receive)

PART 2: PARTICIPATION DATA

1. Mean Age Participants: 40

2. Sex: Males 54 Females 137

3. Race/Ethnicity: No who are:

White	4	American Indian	0
Black	170	Alaska Native	0
Hispanic	12	Asian/Pacific	
Other	3	Islander	2

4. No Single Head of Households: 111

5. No. Limited English Proficient: 17

6. Outcomes No. Participants

   a. Tested higher on basic skills:

   Reading: 66 = 76% of the participants for whom there were valid pre/post test scores on the CASAS/ECS reading assessment.

   Math: 65 = 89% of the participants for whom there were valid pre/post test scores on the CASAS/ECS math assessment.

   b. Improved communication skills: 130
   c. Increased productivity: not measured
   d. Improved attendance at work: not measured
   c. Increased Self-esteem: 150

7. Yrs w/Company -- No. Participants with data available

Unemployed	0
0-5	77
6-10	25
11-15	15
16-over	37